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ABSTRACT

Guidelines and checklists for evaluating and selecting curriculum materials to be used in bilingual/multicultural education programs are presented in this handbook. The central concern is to be able to eliminate materials that contain various forms of racial and sex bias or encourage undesirable race and sex-role stereotyping. The guidelines and checklists, which were selected from information collected in a survey of materials selection criteria being used by government agencies all over the United States, allow the user to identify materials that contain evidence of discrimination; evaluate texts and readers for accuracy of minority portrayals, sex-role stereotyping, and racial stereotyping; and recognize biases in bilingual materials. A bibliography of tools and guidelines for unbiased materials selection and curriculum development is included. (MJL)

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Checklists for Counteracting Race and Sex Bias in Educational Materials

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Martha P. Cotera, Compiler

Austin, Texas

Women's Educational Equity Act Program
U.S. DEPARTMENT OF EDUCATION

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UD 022 294

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INTRODUCTION

This handbook proposes to provide selected guidelines and checklists to be used in selecting and evaluating curriculum materials for use in bilingual/multicultural education programs. On a national scale, these programs reach diverse cultural and racial groups. Because of this, the information provided will address itself in a general, rather than specific, manner to race and sex bias which may be present in multicultural materials.

As educational policies at all levels of government became focused on bilingual and multicultural education programming, educators and the community at large have become more sensitive to the needs of children from cultures other than the majority culture. Concurrently, there is a growing awareness of the failure of school systems to reflect the country's multicultural society and to provide equal educational opportunities for all of the nation's children, female and male.

The state of Washington, in its Guidelines for Identifying and Counteracting Bias in Instructional Materials, has explicitly stated a rationale for evaluating materials for bias that has become a model for other states and for national programs:

> The most compelling reason for evaluating bias in instructional materials can be found in the democratic principles on which we founded our society and which we charge our educational system with upholding. That being so, it seems strange that we find ourselves faced with so significant a problem in upholding these principles that state legislatures find it necessary to pass new laws mandating that it be done! The difficulty seems to lie in choosing the best method by which we will teach children that all people are created equal and are equally endowed with inalienable rights. With what we now know about how people learn, the current emphasis is growing away from mere recitation

of these sentiments toward more active, participatory learning about what equity really amounts to and what it requires of us in the way of behavior.

As we progress toward understanding and practice of the principles of equity, it is only natural that we should find that tools of the past need improvement--both the materials that students learn from and the attitudes and the information base on which we adults have been relying. The challenging process of re-tooling is a process of expansion and growth, therefore, of including more, not less, than before, and of eliminating only that which prevents the growth of understanding. As educators, it is our responsibility to deal positively with change, not to be primarily the gate-keepers of tradition, but to be primarily the seekers and transmitters of truth about ourselves and our world. This process is not, as some fear, a witch hunt, but rather a discovering, a welcoming, a making room for each other in our students' minds and in our own. (Reprinted from Guidelines for Identifying and Counteracting Bias in Instructional Materials. Olympia, Wash.: Superintendent of Public Instruction, 1977.)

Another leader in the move to eradicate sex-role stereotypes is the state of Wisconsin. The Wisconsin Department of Public Instruction introduces its Guide to Assessing Minority and Sex Role Stereotyping in Elementary and Secondary Schools with an excellent discussion of the subtleness of role stereotypes. Although this is an important consideration in selecting and evaluating materials for classroom use, most often teachers and librarians are not prepared to recognize and to deal with the subtleness of both race and sex stereotypes in materials they use daily. For this reason, the following section from the Wisconsin publication is reprinted in this handbook:

The Subtleness of Role Stereotypes

Minority and sex role stereotypes are difficult to confront because they are often subtle. This subtleness is due to the very characteristics found in role stereotypes.

First of all, role stereotypes are "true" to some extent, and "false" to some extent. They are "true" because they

are ultimately based on some measurable trait which sets off one role, sex or group from another. What is "false" about stereotypes is they are based on generalizations which impose uniformity upon an individual or group. For example, it is "true" that most people found in the role of school administrators are men. It would be "false" to conclude, however, that since most school administrators are men, school administrators should be men because women cannot cope with the pressure associated with this role or produce the results desired. Or, it is "true" that there are proportionately more Black students who drop out of school than white students. But it would be "false" to conclude, therefore, that all Black students are uneducable. In each of these examples, a wide range of variables rather than merely the inability to cope with isolated aspects of each setting would explain these statistics more accurately.

Second, role stereotypes are not always undesirable or harmful since role stereotypes assist in the cognitive processing of sensory information by grouping information into easily referenced ranges or categories. For example, when someone mentions the role of teacher, school administrator, librarian, student, janitor, principal, etc., a set of images comes to mind for each of these roles. These images are related to each role because that role has a more or less consistent set of expectations associated with it. A janitor will be expected to perform duties associated with the maintenance of the physical plant. Teachers will be expected to perform duties associated with educating children. Principals are expected to concern themselves with program planning, budgeting, and personnel matters. These expectations of roles allow social institutions to function smoothly, fulfilling their purposes, such as education. In this way role stereotyping is an efficient mechanism for assisting an individual in interacting with countless other persons. But role stereotyping can turn into a negative mechanism when expectations associated with a role become rigid and are based on obsolete or inaccurate criteria. In the case of minority and sex role stereotyping, these rigid expectations become expressions of racism and sexism.

Third, most role stereotypes consist of two components: (a) preconceptions, based on information gleaned from folklore, mass media, literature, religion or similar sources of information other than personal contacts with particular individuals or groups; (b) misconceptions, which are attempts to explain or understand in an individual's or group's own terms what occurs in instances of interaction between persons of different sexes or interaction between different groups.

> Fourth, role stereotypes are difficult to refute because they are unconscious. Since role stereotypes are to some extent "true," they tend to become habitual responses to any given situation or group. These habitual responses sensitize us to typical sexual and minority characteristics such as peculiar gestures and habits, facial expressions, hair styles and color, unique manners and dress, intellectual traits, etc., and prevent us from noticing an Aryan who is dark skinned; a white eating watermelon; a woman who is a skilled surgeon; a Black who cannot sing or dance; a poor Jew; or an intellectual Pole. (Reprinted from A Guide to Assessing Minority and Sex Role Stereotyping in Elementary and Secondary Schools. Madison, Wis.: Department of Public Instruction, 1978.)

Aside from the problems of race and sex-role stereotyping in United States-produced materials, bilingual and multicultural education programs face the added problem of evaluating and adapting foreign educational materials imported for use in U.S. classrooms. Particularly in Spanish-language materials imported from Latin American and Spanish educational publishers, careful content evaluation is necessary. According to experts at the Institute for Cultural Pluralism, "such materials require careful content evaluation since foreign publishers often present biased and stereotyped views of other cultures." In addition, foreign-produced materials reflect the cultural realities and values of foreign nations. These are different in significant ways from the American cultural groups with whom they share a language. The cultural relevance of foreign-published materials to cultural and linguistic minority groups within the United States cannot be taken for granted.

Educators are not alone in seeking to improve strategies to achieve educational equity for different races; community advocates for educational improvement are also involved as a natural extension of this effort. Many are seeking the eradication of sex

biases in bilingual and multicultural materials. Angry parents no longer want materials free of race biases, which in turn ridicule girls and destroy their self-concept. To reinforce this position, the National Advisory Council on Women's Educational Programs in 1977 addressed itself to Title VII programs of the Elementary and Secondary Education Act on the issue of sex equity. As part of their general recommendations they concluded that:

- Data indicating impact of programs on girls and women (particularly those in "double jeopardy categories") should be collected routinely; requirements for such collection should be built into each program statute.
- Instructional, career, guidance counseling and other informational tools developed under each program should be required to be sex fair; toward this end, "sex fair" should be defined in each program statute.

Although these recommendations have not yet been written into the regulations, this handbook does include guidelines and checklists which can be effectively used to evaluate the content of bilingual education materials for race and sex biases. For the purposes of these contents, racism or race bias is defined as any attitude, action, or institutional structure which subordinates a person or group because of his or her color. Sexism is defined as the accumulation of attitudes, beliefs, and behaviors which result from the arbitrary assumption that one sex is superior in some respects to the other.

The guidelines and checklists reproduced in the following pages were selected from materials in the public domain, after an extensive survey of public documents at all levels of government. As part of this survey, every state in the U.S. was requested to submit available criteria for materials selection and evaluation.

The selections reproduced here are those which seemed the most appropriate for use in evaluating materials with strong cultural content. In reviewing these materials for local use, educators should be aware that no single checklist can provide all the solutions to a given situation or to desirable library acquisitions. The references given here can be used selectively and should, whenever it is necessary, be amended to meet local needs.

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CHECKLIST FOR EVALUATING EVIDENCE OF DISCRIMINATION IN ELEMENTARY CURRICULAR MATERIALS*

SOME OF THE FOLLOWING QUESTIONS APPLY SPECIFICALLY TO BOOKS USED IN CERTAIN AREAS, SUCH AS SOCIAL STUDIES. OTHER QUESTIONS COULD BE USED WITH A VARIETY OF MATERIALS, INCLUDING READING KITS, AUDIO-VISUAL AIDS, SPELLING, HEALTH AND SCIENCE BOOKS.

FOR ALL SUBJECT AREAS, CONSIDER SECTION I IN ADDITION TO OTHER APPROPRIATE SECTIONS.

I. LOOK THROUGH THE BOOK AND COUNT:	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
A. THE NUMBER OF STORIES WHERE THE MAIN CHARACTER IS										
B. THE NUMBER OF ILLUSTRATIONS										
C. BIOGRAPHICAL STORIES OR REFERENCES										
II. EXAMINE THE BOOK FOR THE FOLLOWING:										
A. THE NUMBER OF TIMES CHILDREN ARE SHOWN OR MENTIONED										
IN ACTIVE PLAY										
USING INITIATIVE										
BEING INDEPENDENT										

*Reprinted from Guidelines for Eliminating Stereotyping in Curriculum Materials. Augusta, Maine: Department of Educational and Cultural Services, 1978.

	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
SOLVING PROBLEMS										
EARNING MONEY										
RECEIVING RECOGNITION										
BEING INVENTIVE										
INVOLVED IN SPORTS										
BEING PASSIVE										
BEING FEARFUL										
RECEIVING HELP										
IN QUIET PLAY										
B. THE NUMBER OF TIMES ADULTS ARE SHOWN										
AT WORK OUTSIDE THE HOME										
DOING HOUSEWORK										
PLAYING WITH CHILDREN										
IN NONSTEREOTYPICAL ROLES										
INVOLVED IN SPORTS										

	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
TEACHING SKILLS										
GIVING TENDERNESS										

III. USE THIS CHECKLIST FOR ELEMENTARY SOCIAL STUDIES MATERIALS. UNDER EACH CATEGORY COUNT THE PEOPLE MENTIONED BY NAME.

GOVERNMENT/POLITICAL LEADERS										
ARTISTS (MUSICIANS, PAINTERS, WRITERS, DANCERS)										
PIONEERS										
SCIENTISTS										
EXPLORERS										
BUSINESS										

IV. FOR MATH BOOKS

ANALYZE THE WORD PROBLEMS AND COUNT PEOPLE MENTIONED

HOW OFTEN ARE PEOPLE SHOWN SPENDING OR INVESTING MONEY?

MAKING MONEY?

DOING DOMESTIC CHORES?

BUILDING OR CREATING?

WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
								/	

QUESTIONS 10, 11, 12, 13 "OTHER THAN MIDDLE CLASS" (FOUND ON THE NEXT PAGE) ARE INCLUDED BECAUSE CURRENT INSTRUCTIONAL MATERIALS ARE HEAVILY ORIENTED TOWARD MIDDLE CLASS ECONOMIC LIFE. CONSIDERING THE LEVEL OF POVERTY IN MAINE, THIS ORIENTATION IS NOT REALISTIC, AND IT MAY SUBJECT STUDENTS FROM POVERTY BACKGROUNDS TO DISCRIMINATORY PRESSURES.

RATING SHEET

V. CHOOSE THE QUESTIONS WHICH ARE APPLICABLE TO THE MATERIALS BEING EVALUATED.

	SUPERIOR	ACCEPTABLE	UNACCEPTABLE
1. ARE BOYS ALLOWED TO SHOW EMOTION?			
2. ARE GIRLS REWARDED FOR SKILLS AND COMPETENCE RATHER THAN BEAUTY?			
3. DOES THE TEXT AVOID DEROGATORY COMMENTS DIRECTED AT GROUPS OR INDIVIDUALS?			
4. IS A REALISTIC PROPORTION OF MOTHERS SHOWN AT WORK OUTSIDE THE HOME?			
5. IS A VARIETY OF FAMILY STRUCTURES SHOWN; ONE-PARENT FAMILIES, FAMILIES WITHOUT CHILDREN, DIVORCED PARENTS? ARE SINGLE ADULTS REPRESENTED?			
6. ARE MINORITY AND ETHNIC GROUPS TREATED NATURALLY, NOT STEREOTYPICALLY?			
7. ARE INTERRACIAL FRIENDSHIPS SHOWN?			
8. ARE BOY-GIRL FRIENDSHIPS--OTHER THAN ROMANTIC--SHOWN?			
9. ARE FATHERS SHOWN RAISING OR SPENDING TIME WITH CHILDREN?			
10. ARE PEOPLE OF OTHER THAN MIDDLE CLASS URBAN DEPICTED IN THE ILLUSTRATIONS?			
11. ARE PEOPLE OF OTHER THAN MIDDLE CLASS RURAL DEPICTED IN THE ILLUSTRATIONS?			
12. ARE PEOPLE OTHER THAN MIDDLE CLASS URBAN DEPICTED IN THE TEXT?			
13. ARE PEOPLE OTHER THAN MIDDLE CLASS RURAL DEPICTED IN THE TEXT?			
14. ARE BILINGUAL PEOPLE SHOWN? IS KNOWLEDGE OF A LANGUAGE OTHER THAN ENGLISH TREATED POSITIVELY?			

CHECKLIST FOR ANALYZING AN ELEMENTARY READER*

Sexism in learning materials may take many forms and, because most of us have always used textbooks that sex stereotyped men and women, it may at first be difficult to identify. In general, a book (film, tape, etc.) about which any of the following is true is sex-biased:

1. Personality traits, aspirations, abilities, vocations are identified with sex.
2. Most women (girls) are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrustworthy, devoted, domestic.
3. Most men (boys) are characterized as strong, competitive, assertive, objective, practical, independent. They work outside of the home.
4. Little space and/or serious attention is given to women's accomplishments in a wide variety of fields.

Yes	No		
___	___	1.	All members of the family participate regularly and equally in household chores.
___	___	2.	There are favorable presentations of mothers employed outside of the home.
___	___	3.	Women working outside of the home hold administrative and/or technical jobs. They are not all teachers, librarians, social workers, nurses or secretaries.
___	___	4.	Fathers take an active and competent part in housekeeping and child-rearing and are depicted showing feelings of tenderness.
___	___	5.	Girls and boys participate equally in physical activities.
___	___	6.	Girls and boys participate equally in intellectual activities.

*Reprinted from Self-Study Guide to Sexism in Schools. Harrisburg, Pa.: Pennsylvania Department of Education, 1977.

Yes	No		
___	___	7.	One-parent families are portrayed, and the portrayal does not suggest that children with a single parent automatically suffer from it.
___	___	8.	Male and female characters respect each other as equals.
___	___	9.	Girls and boys are both shown to be self-reliant, clever, and brave--capable of facing their own problems and finding their own solutions.
___	___	10.	Multiple-parent families (divorced, remarried) are portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children.
___	___	11.	There are no unchallenged derogatory sex stereotyped characterizations, such as "Boys make the best architects," or "Girls are silly."
___	___	12.	Both girls and boys are shown as having a wide range of sensibilities, feelings, and responses.
___	___	13.	Both girls and boys have a wide variety of career options.
___	___	14.	Adults who have chosen not to marry are portrayed favorably.
___	___	15.	There are equal numbers of stories with girls and boys as central characters.
___	___	16.	The male noun or pronoun (mankind, he) is not used to refer to all people.
___	___	17.	Girls' accomplishments, not their clothing or features, are emphasized.
___	___	18.	Clothing and appearance are not used to stereotype characters.
___	___	19.	Non-human characters and their relationships are not personified in sex stereotypes (for example, depicting dogs as masculine, cats as feminine).
___	___	20.	[For readers which incorporate biographies . . .] biographies of women in a variety of roles are included.

CRITERIA CHECKLIST FOR SELECTION OF LEARNING RESOURCES*
(Highline School District, Seattle, Washington)

Directions: Rate each curriculum item on the specific points listed below as follows: 5-Very Much, 4-Pretty Much, 3-Slightly, 2-Very Little, 1-Not at All.

CHECKLIST FOR SEXUAL BIAS AND CONTENT EVALUATION

1. Bias

	NA	VL	S	PM	VM
	1	2	3	4	5
A. Does the material reflect an obvious tendency to debase one sex as opposed to the other?					
B. In the material, are females only background figures in a male-centered story?					
C. If females are central figures, are they shown in roles other than the stereotype of teacher, mother, nurse, and/or secretary?					
D. Are the actions of women less sophisticated, less interesting than those of men? Do they show initiative and imagination or are they docile and passive and in need of help in order to solve problems posed? When women solve problems, do they do so on the basis of a sixth sense or "woman's intuition"?					
E. Are the values of beauty, sweetness, domesticity, motherhood and marriage the predominant virtues depicted for females in the stories?					

*Reprinted from Guidelines for Identifying and Counteracting Bias in Instructional Materials. Seattle, Wash.: State Board of Education, State of Washington, 1978.

	NA	VL	S	PM	VM
	1	2	3	4	5
F. Are male figures shown as experiencing themselves as worthwhile only because they shoulder a female's burden or solve her problem?					

SUMMARY OF RESPONSES

2. Content Relevance

G. Does the material reflect the conditions and contributions of women in United States society?					
H. Does the material encourage both boys and girls, and men and women, to see themselves as human beings with an equal right to all benefits and choices provided by society?					
I. Does the material present an objective account of women's struggle--both historically and contemporarily --to achieve equality with men?					
J. Does the material encourage girls to see themselves as capable of filling any role in society?					
K. Does the material present an accurate picture of women in other cultures, including their contributions to the culture and their struggles for equality within it?					

SUMMARY OF RESPONSES

A GUIDE FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS*

Evaluating Minority Portrayals in Fiction

Evaluating Fiction for Sex-Role Stereotyping

Evaluating Readers for Racial Stereotyping

Evaluating Readers for Sex-Role Stereotyping

Evaluating Mathematics Texts for Stereotyping

Evaluating Science Texts and Materials for Stereotyping

Evaluating Social Studies Texts and Materials for Racial Stereotyping

Evaluating Social Studies Texts and Materials for Sex-Role Stereotyping

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*Reprinted from A Guide for the Evaluation of Instructional Materials under Chapter 622. Boston, Mass.: Massachusetts State Board of Education, 1975. The checklists reprinted here were developed to comply with Chapter 622 of the Acts of 1971 of the State of Massachusetts. In 1971, the Massachusetts Legislature enacted this law, which prohibits discrimination "in admissions to a public school of any town, or in obtaining advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin." (Massachusetts General Laws, Chapter 76, Section 5 [1975].)

EVALUATING MINORITY PORTRAYALS IN FICTION

1. Are illustrations true to the people depicted, not caricatures or stereotypes?

2. Do illustrations of regional minorities present accurate representations of living conditions, dress styles, etc.?

3. Are books available showing minority peoples in a variety of life styles?

4. Do biographies depict a diverse and realistic cultural setting?

5. Are characters treated as people faced with universal problems such as earning a living, experiencing successes and failures, learning to live in a complex world of differing personalities and ideas?

6. Does the material emphasize that every human group has its achievers, thinkers, writers, artists, scientists, builders, and political leaders?

7. Are both female and male adult members of minority groups depicted in situations which exhibit them as worthy models to emulate?

8. Do materials present social group differences so that students recognize the value of our multi-cultural character?

9. Do materials help students to recognize both the basic similarities among all members of the human race as well as the uniqueness of the individual?

Adapted from *Citizens' Study Sex Discrimination in the Kalamazoo Public Schools*, 1972; and *Eliminating Ethnic Bias in Institutional Materials: Comment and Bibliography*, edited by Maxine Dunfee, Association for Supervision and Curriculum Development, Washington, D.C., 1972.

EVALUATING FICTION FOR SEX-ROLE STEREOTYPING

1. Do boys and girls participate equally in physical and intellectual activities?

2. Are girls and boys portrayed with a wide range of human responses--girls adventurous and aggressive, as well as sensitive; boys gentle as well as strong?

3. Are girls shown developing independent lives, meeting challenges and finding their own solutions?

4. Do girls aspire to a variety of career goals?

5. Do male characters respect the female characters and respond to them as equals?

6. Are mothers shown in roles other than housework or child rearing?

7. Are mothers employed outside the home in other than stereotypical jobs?

8. Are fathers shown in roles other than vocational, such as involvement with family, community and personal growth?

9. Are both parents and children of each sex involved in various household tasks?

Adapted from *Citizens' Study Sex Discrimination in the Kalamazoo Public Schools*, 1972.

EVALUATING READERS FOR RACIAL STEREOTYPING

1. Number of stories where main character is a member of a minority. _____

2. Number of illustrations depicting members of a minority group. _____

3. Number of times minority children are shown:

   a. using initiative _____
   b. independent _____
   c. solving problems _____
   d. receiving recognition _____
   e. inventive _____

4. Number of times minority adults are shown: _____

   a. in different occupations _____
   b. in positions of leadership _____
   c. teaching skills _____
   d. biographically

5. Ask these questions:

   a. Are minority and ethnic groups treated naturally instead of stereotypically?

   b. Do minority faces show individuality and not all look alike?

   c. Do the stories and illustrations provide positive reinforcement for the child's self-concept and aspirations?

   d. In depicting another culture, does the story go beyond oversimplification of reality and offer genuine insights into another lifestyle?

   e. Do whites in the story have power and make decisions while non-whites function in subservient roles?

   f. Are achievements of minority women and girls depicted?

Adapted from *Women on Words and Images,* Princeton, New Jersey; and *Sexism in Education,* Emma Willard Task Force on Education, Minneapolis, Minnesota.

EVALUATING READERS FOR SEX-ROLE STEREOTYPING

	FEMALE	MALE
1. Number of stories where main character is	_____	_____
2. Number of illustrations depicting character who is	_____	_____
3. Number of times children are shown:		
a. in active play	_____	_____
b. using initiative	_____	_____
c. independent	_____	_____
d. solving problems	_____	_____
e. earning money	_____	_____
f. receiving recognition	_____	_____
g. inventive	_____	_____
h. involved in sports	_____	_____
i. passive	_____	_____
j. fearful	_____	_____
k. helpless	_____	_____
l. receiving help	_____	_____
m. in quiet play	_____	_____
4. Number of times adults are shown:		
a. in different occupations	_____	_____
b. playing with children	_____	_____
c. taking children on outings	_____	_____
d. teaching skills	_____	_____
e. giving tenderness	_____	_____
f. scolding children	_____	_____
g. biographically	_____	_____

5. Ask these questions:

   a. Are boys allowed to show emotions?

   b. Are girls rewarded for intelligence rather than for beauty?

   c. Are there any derogatory comments directed at girls or boys in general?

   d. Do the males appreciate the company of the females or do they denigrate their interests and activities as "girl stuff"?

   e. Are mothers shown working outside the home? In what kinds of jobs?

   f. Are there any stories about one-parent families? Families without children?

   g. Do women have names, or are they known as "_____'s mother" or "_____'s wife"?

   h. Do men and women share in activities? (e.g., working in a laboratory together?)

   i. How much emphasis is given to traditionally female values like compassion and tenderness, as opposed to traditionally male values like competition, daring, toughness?

   j. Are these values offered as ideals for both sexes?

Adapted from *Women on Words and Images*, Princeton, New Jersey; and *Sexism in Education*, Emma Willard Task Force on Education, Minneapolis, Minnesota.

EVALUATING MATHEMATICS TEXTS FOR STEREOTYPING

1. Compare the number of girls and boys depicted in word problems dealing with money and machines.

2. Compare the number of girls and boys depicted in word problems dealing with recipes and marketing.

3. Compare the number of girls and boys shown in roles of merchants, athletes, workers outside the home, and generally active activities.

4. Compare the number of girls and boys shown cooking, sewing and collecting objects.

5. Are girls generally depicted in math problems as consumers, and boys as producers?

6. Do total references to boys and men in illustrations and language greatly outnumber total references to girls and women?

7. Are minority individuals represented in illustrations?

8. Are various minority groups depicted in illustrations?

Adapted from Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools,* 1974. The Feminist Press, Old Westbury, New York.

EVALUATING SCIENCE TEXTS AND MATERIALS FOR STEREOTYPING

1. Compare the number of boys and girls pictured doing experiments.

2. Compare the number of girls and boys pictured watching experiments.

3. Compare the number of women and men pictured in the role of researcher (e.g., conducting experiments).

4. Are minority members depicted as active in the illustrations?

5. Do texts include the contributions to the field of science made by women and minority members?

Adapted from Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools*, 1974. The Feminist Press, Old Westbury, New York.

EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR RACIAL STEREOTYPING

Examine the books in use and list the following for both text and illustrations:

1. The number of jobs in which minority men are shown _____
2. The number of jobs in which minority women are shown _____
3. The kinds of jobs in which minority men are shown _____
4. The kinds of jobs in which minority women are shown _____

Under each category listed below, count the number of minority men and women mentioned by name.

	MEN	WOMEN
1. Government	_____	_____
2. Settlers	_____	_____
3. Pioneers	_____	_____
4. Revolutionaries	_____	_____
5. Abolitionists	_____	_____
6. Scientists	_____	_____
7. Political leaders	_____	_____
8. Explorers	_____	_____
9. Total number of minority individuals listed by name	_____	_____

1. Do you think this is an adequate representation of actual minority contributions?
2. Can you think of minority members in these categories who were not mentioned in the book or unit? Compare with *The American Negro Reference Book* and *The Negro Almanac*.
3. Does the text supply an accurate and sound balance in the matter of historical perspective, making it clear that all racial, religious and ethnic groups have heritages which can serve as a source of group pride?

EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR RACIAL STEREOTYPING (continued)

4. Does the text examine historical forces and conditions which have operated to the disadvantage of minority groups?

5. Does the text examine contemporary forces and conditions which at present operate to the disadvantage of minority groups?

6. Is an attempt made to analyze intergroup tension and conflict fairly, frankly, objectively and with emphasis upon resolving social problems?

7. Does the material seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy, to demand freedom and justice and equal opportunity for every individual and for every group?

8. Does the material help both minority and majority group students to identify with the educational process by providing content and illustrations which give all students opportunities for building a more positive self-image, pride in their group, and knowledge consistent with their experience?

Questions 3-8 selected from *Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography*, edited by Maxine Dunfee, Association for Supervision and Curriculum Development, Washington, D.C., 1972.

Other sections adapted from Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools*, 1974. The Feminist Press, Old Westbury, New York.

EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR SEX-ROLE STEREOTYPING

1. Examine the books used and list the following for both text and illustrations:

   a. The number of jobs in which men are shown _____
   b. The kinds of jobs in which men are shown _____
   c. The number of jobs in which women are shown _____
   d. The kinds of jobs in which women are shown _____
   e. How many working mothers are there? _____
   f. How many fathers are raising and/or spending time with children? _____

2. Under the categories listed below, count the number of females and males mentioned by name.

	FEMALES	MALES
a. Government	_____	_____
b. Settlers	_____	_____
c. Pioneers	_____	_____
d. Revolutionaries	_____	_____
e. Abolitionists	_____	_____
f. Scientists	_____	_____
g. Political leaders	_____	_____
h. Explorers	_____	_____
i. Total number of individuals listed by name	_____	_____

3. How many individual women are mentioned in the book? Check the index; then compare with Eleanor Flexner's *Century of Struggle* and Edward James's *Notable American Women*.

4. Can you think of categories that might include more women than men?

5. How much coverage is the suffrage movement given?

6. Is women's suffrage presented as an idea whose time had come, or as something women fought long and hard for?

EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR SEX-ROLE STEREOTYPING (continued)

7. Is women's suffrage put into context with other reform movements? Is its relation to the abolition movement noted?

8. Are issues other than the vote discussed--property rights, education, division of labor?

9. How much information is provided about women's social and legal status, historically and at present? Is it complete enough to be accurate?

10. How much coverage is given to domestic developments, changes in the family structure, child rearing, social welfare, and education?

11. Are these issues shown in a developmental sense or do the texts imply that they are settled?

12. How well-integrated into the text are the comments on women? Are they bunched together in special women's pages or women's paragraphs that are easily omitted from reading assignments?

13. For each chapter, make a list of:

    a. what the men in this period of history were doing;

    b. what the women were doing; and

    c. what the children were doing.

14. If you cannot make these lists, the materials are not complete representations of an historical period. Ask why all three are not included.

Adapted from Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools*, 1974. The Feminist Press, Old Westbury, New York.

Sexism in Education, Emma Willard Task Force on Education, Minneapolis, Minnesota.

IDENTIFYING BIASES IN BILINGUAL MATERIALS*

Title of Book or Series _____

Subject _____ Grade Level _____

Language _____

School _____ Examiner _____

The following checklist offers a quick review of instructional materials for biases which may be present.

Cultural Biases

	YES	NO	N/A
1. Is the material presented culturally relevant to the target group?			
2. Can the target group identify with the illustration and settings presented?			
3. Is the information historically and/or socially significant to the target group?			
4. Does the material promote an appreciation of cultural diversity?			
5. Is the information in tune with current societal concerns?			
6. Are the settings within the past, present or realizable future of the child?			
7. Are obvious stereotypes represented either in written or pictorial form?			

Linguistic Biases

1. Are the lexical (vocabulary) items appropriate for the target group?			

*Reprinted from a handout of the E.S.E.A. Title VII Bilingual Resource Center, Education Service Center, Region 13, Austin, Texas.

	YES	NO	N/A
2. Are most lexical items familiar to the target group?			
3. Are the syntactical structures similar to those used by the target group?			
4. Do the materials have linguistic significance for the target group?			
5. Is the language used an example of accepted world standard language?			

Other Biases

1. Are the people, events, and situations portrayed in a fair and factual (non-judgmental) manner?			
2. Are men and women portrayed in a variety of career roles?			
3. Are little girls depicted with toys and in activities other than those domestically oriented?			
4. Are men portrayed in a variety of career roles?			
5. Are children depicted in a variety of activities and situations?			
6. Is the make-up of the families depicted similar to that of the target group?			

CHECKLIST FOR SEXUAL BIAS AND CONTENT EVALUATION*

Language

	YES	NO
1. Is the generic he used to include both males and females when sex is unspecified (e.g., the carpenter...he...)?	___	___
2. Is the generic she used where the antecedent is stereotypically female (e.g., the housekeeper...she...)?	___	___
3. Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?	___	___
4. When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?	___	___
5. Are occupational titles used with man as the suffix (e.g., chairman, businessman)?	___	___
6. When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?	___	___
7. Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Gandhi)?	___	___
8. Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?	___	___
9. Are women described in terms of their appearance or marital and family status, while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?	___	___

*Reprinted from Manual for Evaluating Content of Classroom Instructional Materials for Bilingual-Multicultural Education. San Diego, Calif.: San Diego State University, School of Education, Institute for Cultural Pluralism, 1978.

	YES	NO
10. Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?	___	___
11. Does a material use sex-fair language initially and then slip into the use of the generic he (e.g., a worker may have union dues deducted from his pay)?	___	___
12. Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)?	___	___

COMMENTS: _____

_____

_____

Roles (occupational/social)

	YES	NO
1. Are all occupations presented as appropriate to qualified persons of either sex?	___	___
2. Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary--female; construction worker, plumber--male)?	___	___
3. Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?	___	___
4. Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?	___	___
5. Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday" will be female?	___	___

	YES	NO
6. In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?	___	___
7. Is tokenism apparent, an occasional reference to women or men in nontraditional jobs, while the greatest proportion of the material remains job-stereotyped (e.g., one female plumber, one black woman electrician)?	___	___
8. Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?	___	___
9. Are only females shown as passive and inept?	___	___
10. Are only females shown as lacking in desire to assume responsibility (e.g., she was delighted to have risen to be "head secretary")?	___	___
11. Are only females shown as emotional (e.g., the secretary cried easily and was very thin-skinned)?	___	___

COMMENTS: _____

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Omissions

	YES	NO
1. Does the text deal with the increasing movement of both men and women into nontraditional occupations?	___	___
2. In historical and biographical references, are women adequately acknowledged for their achievements?	___	___

	YES	NO
3. Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?	___	___
4. Is there acknowledgment of the limitations placed on women in the past (e.g. women couldn't attach their names to literature, music, inventions, etc.)?	___	___
5. Are women identified by their husbands' names (e.g. Mme. Pierre Curie, Mrs. F. D. Roosevelt)?	___	___
6. When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?	___	___

COMMENTS: _____

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Physical Appearance

	YES	NO
1. Are females described in terms of their physical appearance, and men in terms of accomplishments or character?	___	___
2. Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries--"Proper girdles to firm buttocks")?	___	___
3. Is a smiling face considered advisable only for a woman in many occupations?	___	___
4. Are only men presented or described in terms of accomplishment or character rather than appearance?	___	___
5. Are only men presented as rarely concerned with clothing and hairstyle?	___	___

	YES	NO
6. Are men shown as taller and more vigorous, women as smaller and more fragile?	___	___
7. Are women presented as more adroit with a typewriter than a saw?	___	___
8. Are men presented as dexterous and at ease with tools and machines and baffled when confronted with a filing cabinet?	___	___

COMMENTS: _____

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Audio/Visual Materials

	YES	NO
1. Are male voices used consistently to narrate audio material?	___	___
2. Are female voices used only when dealing with traditionally female occupations, such as child care?	___	___
3. Do illustrations of males outnumber those of females?	___	___
4. Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?	___	___
5. Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?	___	___
6. Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?	___	___
7. Are women shown caring for the home and children while men earn the income?	___	___

	YES	NO
8. When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?	___	___
9. Are women and men commonly drawn in stereotyped body postures and sizes, with females shown as consistently smaller, overshadowed, or shown as background figures?	___	___
10. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?	___	___
11. Are women frequently illustrated as the cliché dumb broad or child-woman?	___	___
12. Are graphs and charts biased, using stereotyped stick figures?	___	___
13. Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?	___	___
14. Are bosses, executives and leaders pictured as males?	___	___
15. Is only an occasional token woman pictured as a leader or in a nonstereotyped role?	___	___
16. Has the illustrator missed opportunities to present sex-fair images?	___	___

COMMENTS: _____

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